



SC Annual School Report Card Summary

Arden Elementary School
Richland School District One
Grades: PK-5 Enrollment: 293
Principal: Peggie A. Grant, Ed.D
Superintendent: Dr. Percy A. Mack
Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	TBD	TBD	A	Reward
2011	Average	Average	Silver	N/A	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	N/A

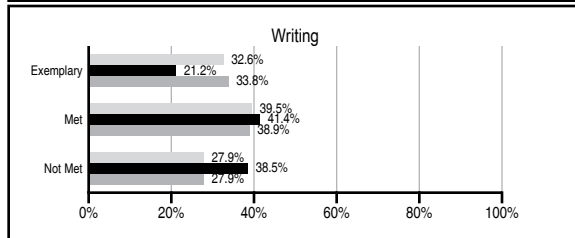
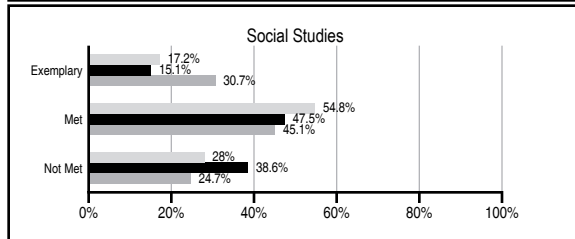
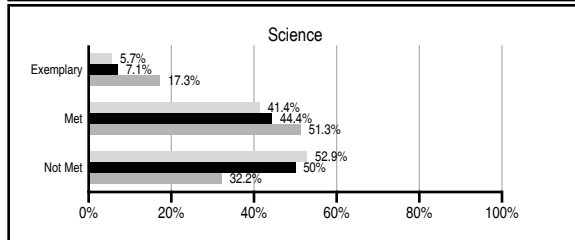
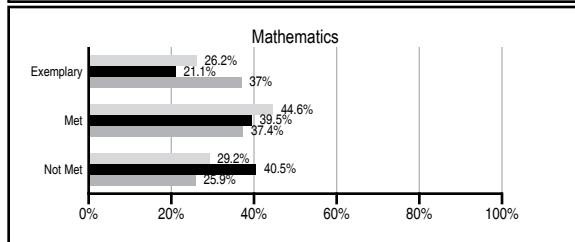
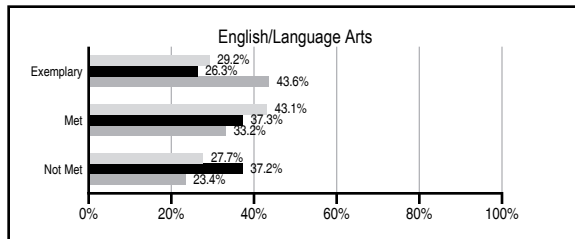
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	6	73	47	18

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

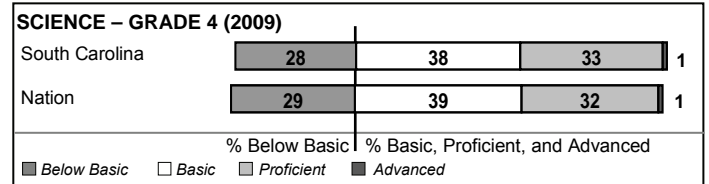
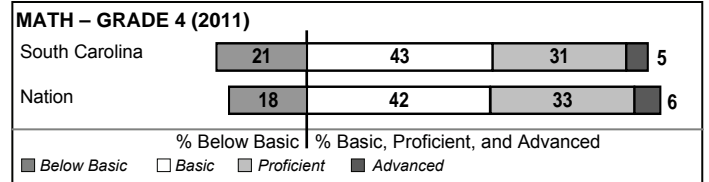
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Arden Elementary School [Richland School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=293)				
Retention rate	1.9%	Down from 4.4%	1.2%	1.0%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.3%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Up from 53.3%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.9%	Down from 86.5%	85.2%	88.7%
Teacher attendance rate	95.9%	Down from 96.2%	95.5%	95.1%
Average teacher salary*	\$48,925	Up 6.9%	\$44,828	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	6.5 days	Up from 6.2 days	9.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 16.8 to 1	18.0 to 1	20.0 to 1
Prime instructional time	90.9%	Down from 91.4%	90.7%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,382	Down 5.1%	\$8,355	\$7,247
Percent of expenditures for instruction**	73.7%	Down from 75.5%	65.8%	68.2%
Percent of expenditures for teacher salaries**	71.2%	Up from 70.6%	62.7%	65.7%
ESEA composite index score	93.6	N/A	80.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	22	48	27
Percent satisfied with learning environment	90.9%	85.4%	75.0%
Percent satisfied with social and physical environment	100.0%	79.2%	92.0%
Percent satisfied with school-home relations	59.1%	95.7%	73.1%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Arden Elementary School is making strides toward achieving excellence. Statewide test results for 2011 indicate that overall, students continue to progress in English Language Arts, SuccessMaker, Measures of Academic Progress (MAP), and the Palmetto Assessment of State Standards (PASS) provide ongoing assessment data to measure instructional and organizational effectiveness. Data notebooks are reviewed and utilized to determine appropriate curriculum delivery, instructional strategies and priorities across all grade levels. District curriculum guides and Target Teach guides are based on "best practices." Rigor and Relevance strategies hand-on materials, the use of technology and flexible grouping are incorporated in the teaching and learning process to meet the needs of our student population. One of our challenges is to meet the needs of all sub-groups of students, some of whom speak little or no English. Other challenges continue to be those of helping students to continue to improve in mathematics and science, and getting more parents involved in their children's schooling. Several initiatives were implemented to increase literacy, mathematics and science skills. An outside math consultant was hired to provide professional development to teachers of math, to demonstrate and model ways to enhance students' problem-solving skills using math manipulative and was used to conduct observations and provide immediate feedback. The literacy room has been expanded to include additional books of a variety of genres for all grade levels. The media specialist works closely with teachers of reading and the reading coach to provide books of interest geared toward male students to peak their interest in reading. The reading coach worked with small groups of identified students in grades K-2 using leveled Literacy materials to increase comprehension and vocabulary as students progress through a series of books. A year-long intervention plan was implemented to assist underperforming students in reading and math. Students continued to work in the science lab twice a week to conduct experiments under the supervision of the science lab teacher who compliments the work of the classroom teacher. Three day time tutors were hired to serve students in reading and mathematics in grades 3-5. The National Network Partnership of Schools Committee identified and implemented initiatives to promote parental involvement such as, the Drive-Thru Breakfast and Positive Behavior Intervention Support Night. A goal to obtain an "Average" rating on the school's report card was achieved. Our goal for the 2012-2013 school year is to continue our efforts to assist each child to grow academically. Additionally, a second goal is to make Adequate Yearly Progress (AYP) based on students' performance in ELA and Math.

Patricia Davis, SIC Chairperson
Dr. Peggie A. Grant, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status